

Morningside Middle

1999 Singley Lane
North Charleston, SC 29405

Grades 6–8 Middle School

Enrollment 779 Students

Principal Thomas F. Rylands 843–745–2000

Superintendent Dr. Maria L. Goodloe–Johnson 843–937–6319

Board Chair Ms. Nancy Cook 843–760–2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	25	22

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Good	N/A
2003	Below Average	Average	No
2004	Below Average	Good	No
2005	Unsatisfactory	Below Average	No

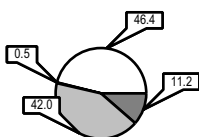
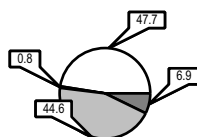
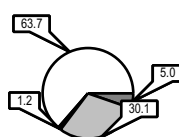
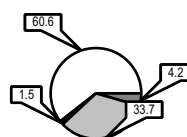
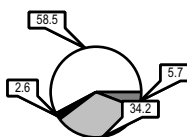
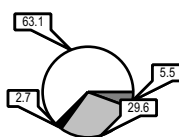
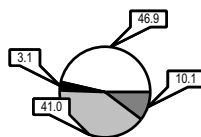
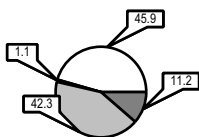
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	783	99.4	45.3	42.6	11.2	0.9	17.9	No	Yes
Gender									
Male	408	99.3	51.2	38.8	9.1	0.9	14.2		
Female	375	99.5	39.3	46.3	13.4	0.9	21.6		
Racial/Ethnic Group									
White	79	97.5	24.1	53.4	22.4	0.0	36.2	No	Yes
African American	654	99.5	47.5	41.3	10.1	1.1	15.6	No	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	48.0	44.0	8.0	0.0	16.0	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	579	99.7	48.7	42.5	8.4	0.4	15.0		
Disabled	204	98.5	34.4	42.7	20.4	2.5	27.4	No	Yes
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	778	99.4	45.4	42.5	11.3	0.9	18.0		
English Proficiency									
Limited English Proficient	36	100.0	60.9	34.8	4.3	0.0	8.7	I/S	I/S
Non-Limited English Proficient	747	99.3	44.7	42.8	11.5	0.9	18.3		
Socio-Economic Status									
Subsidized meals	675	99.3	47.2	41.6	10.2	1.0	16.4	No	Yes
Full-pay meals	108	100.0	30.8	50.0	19.2	0.0	29.5		

Mathematics – State Performance Objective = 36.7%									
All Students	783	99.4	46.7	45.0	7.1	1.2	15.5	No	Yes
Gender									
Male	408	99.3	49.4	43.6	5.8	1.2	12.4		
Female	375	99.5	43.9	46.3	8.5	1.2	18.6		
Racial/Ethnic Group									
White	79	97.5	29.3	43.1	22.4	5.2	36.2	No	Yes
African American	654	99.5	49.6	44.7	4.8	0.9	12.4	No	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	36.0	48.0	16.0	0.0	24.0	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	579	99.7	44.1	47.1	7.8	1.0	16.0		
Disabled	204	98.5	54.8	38.2	5.1	1.9	14.0	No	Yes
Migrant Status									
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	778	99.4	46.7	45.1	7.0	1.2	15.4		
English Proficiency									
Limited English Proficient	36	100.0	39.1	52.2	8.7	0.0	13.0	I/S	I/S
Non-Limited English Proficient	747	99.3	46.9	44.7	7.1	1.3	15.6		
Socio-Economic Status									
Subsidized meals	675	99.3	47.9	45.3	5.5	1.2	13.4	No	Yes
Full-pay meals	108	100.0	37.2	42.3	19.2	1.3	30.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	781	99.1	63.2	30.3	5.0	1.5	6.5
Gender							
Male	406	99.0	65.5	29.7	3.3	1.5	4.8
Female	375	99.2	60.9	30.9	6.7	1.5	8.3
Racial/Ethnic Group							
White	79	97.5	37.9	37.9	15.5	8.6	24.1
African American	652	99.2	66.4	29.3	3.7	0.5	4.3
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	64.0	24.0	8.0	4.0	12.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	579	99.5	59.1	33.5	6.0	1.4	7.4
Disabled	202	98.0	76.3	19.9	1.9	1.9	3.8
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	776	99.1	63.3	30.3	4.9	1.5	6.4
English Proficiency							
Limited English Proficient	36	100.0	69.6	26.1	4.3	0.0	4.3
Non-Limited English Proficient	745	99.1	62.9	30.4	5.0	1.6	6.6
Socio-Economic Status							
Subsidized meals	673	99.0	65.8	28.7	4.5	1.0	5.5
Full-pay meals	108	100.0	43.6	42.3	9.0	5.1	14.1

Social Studies							
All Students	782	99.1	59.6	34.2	4.6	1.7	6.2
Gender							
Male	407	98.8	60.6	33.3	4.5	1.5	6.1
Female	375	99.5	58.5	35.1	4.6	1.8	6.4
Racial/Ethnic Group							
White	79	97.5	29.3	48.3	17.2	5.2	22.4
African American	653	99.2	63.5	32.1	3.4	1.1	4.4
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	38	100.0	56.0	40.0	0.0	4.0	4.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	579	99.3	58.3	36.3	3.8	1.6	5.4
Disabled	203	98.5	63.7	27.4	7.0	1.9	8.9
Migrant Status							
Migrant	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	777	99.1	59.7	34.1	4.6	1.7	6.2
English Proficiency							
Limited English Proficient	36	100.0	56.5	39.1	4.3	0.0	4.3
Non-Limited English Proficient	746	99.1	59.7	34.0	4.6	1.7	6.3
Socio-Economic Status							
Subsidized meals	674	99.0	62.1	32.6	4.1	1.2	5.3
Full-pay meals	108	100.0	41.0	46.2	7.7	5.1	12.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	29.4	70.6	N/A	N/A	N/A
	7	205	99.5	38.1	58.9	3.0	N/A	3.0
	8	172	100.0	31.1	58.2	9.6	1.1	10.7
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.6	58.6	31.2	9.8	0.5	10.2
	7	288	99.0	41.6	49.4	9.0	0.0	9.0
	8	225	99.6	37.9	47.3	13.7	1.1	14.8
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	40.0	60.0	N/A	N/A	N/A
	6	N/A	N/A	41.2	58.8	N/A	N/A	N/A
	7	205	99.5	38.6	52.0	8.4	1.0	9.4
	8	172	100.0	33.9	56.5	8.5	1.1	9.6
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.6	45.1	47.0	5.6	2.3	7.9
	7	288	99.0	53.9	38.0	8.2	0.0	8.2
	8	225	99.6	41.2	52.2	6.6	0.0	6.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.2	72.1	20.9	4.7	2.3	7.0
	7	288	98.6	58.2	35.2	6.1	0.4	6.6
	8	223	99.6	58.8	36.3	3.8	1.1	4.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	4	100.0	I/S	I/S	I/S	I/S	I/S
	4	2	100.0	I/S	I/S	I/S	I/S	I/S
	5	14	100.0	I/S	I/S	I/S	I/S	I/S
	6	250	99.2	61.9	30.7	4.2	3.3	7.4
	7	288	99.0	62.9	33.9	2.9	0.4	3.3
	8	224	99.1	54.9	37.9	6.0	1.1	7.1

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 779)				
Students enrolled in high school credit courses (grades 7 & 8)	3.5%	Down from 13.3%	7.9%	15.5%
Retention rate	5.3%	Up from 1.2%	4.5%	3.0%
Attendance rate	91.3%	Down from 92.9%	95.2%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	18.2%	Down from 25.7%	7.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	18.0%	Down from 26.1%	6.9%	4.6%
Eligible for gifted and talented	3.2%	Down from 4.0%	6.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.2%	Down from 22.6%	15.3%	13.6%
Older than usual for grade	10.7%	Down from 12.3%	7.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.0%	Down from 14.3%	1.3%	0.8%
Annual dropout rate	2.6%	Up from 2.2%	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	35.2%	Down from 43.2%	50.0%	51.8%
Continuing contract teachers	59.3%	Down from 73.0%	66.7%	78.1%
Highly qualified teachers	78.4%	Down from 80.0%	89.4%	89.6%
Teachers with emergency or provisional certificates	2.5%	Down from 3.4%	11.5%	6.0%
Teachers returning from previous year	68.1%	Down from 69.3%	77.0%	85.4%
Teacher attendance rate	96.1%	Up from 96.0%	94.7%	94.9%
Average teacher salary	\$37,909	Up 0.1%	\$39,767	\$41,328
Prof. development days/teacher	8.9 days	Down from 32.2 days	10.6 days	11.5 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 12.3 to 1	18.5 to 1	21.3 to 1
Prime instructional time	86.7%	Down from 88.1%	87.5%	89.3%
Dollars spent per pupil*	\$6,427	Up 26.3%	\$7,090	\$6,022
Percent of expenditures for teacher salaries*	60.2%	Down from 63.4%	60.7%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	71.8%	Down from 75.5%	90.1%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Morningside Middle School is an urban neighborhood school located near the center of the city of North Charleston. The 2004-2005 school year at Morningside was an exciting and productive one with the full 6th and 7th grades returning upon the completion of the building renovation, bringing the population of the school to a daily average of 760 students.

A goal for 2005-2006 is to have all our Morningside teachers highly qualified. Our State Teacher Specialists have done a great job working with our teachers to improve instruction and help us toward this goal. Our teachers and students follow a team schedule by grade level to extend learning time. Four teachers per team specialize in core classes of ELA (English Language Arts), Math, Science and Social Studies. School-wide programs in Accelerated Reader and Renaissance Math have helped many of students make improvements in reading and math skills. Teachers were trained this year in Differentiated Classroom Instruction to identify multiple ways to meet the academic needs of students in whole group, small group, and individually.

Morningside Middle School has a before and after-school comprehensive remediation program. We have also incorporated the MAP (Measure of Academic Progress) testing in the fall and spring to assess student progress. We are now in our 2nd year of our 3-year Turning Points School Reform grant to improve teaching, learning, and assessment and to create a school culture and structures that enable all students to learn at high levels. Our Student Notebook Assistance Program (SNAP) will be in place again next year to provide instructional support, structure, accountability and improve organizational skills. The NCS lab using Successmaker software will continue to serve our students to improve math and language arts skills.

Our students need to attend school to improve their academic achievement. We have truancy specialist who calls parents when students are absent. Our Parent Advocate will continue working with students, parents and teachers to promote student attendance and parent involvement. The South Carolina Palmetto Achievement Challenge Test scores rated Morningside as below average school with a good improvement rating. We are proud to have received our 3rd consecutive Palmetto Silver Award for improvement in student achievement. We will be anxiously awaiting the 2005 PACT results.

Thomas Rylands, Principal

Kevin Triplett, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	134	64
Percent satisfied with learning environment	41.0%	61.7%	75.0%
Percent satisfied with social and physical environment	51.3%	63.8%	63.5%
Percent satisfied with school-home relations	7.7%	75.4%	57.8%

*Only students at the highest middle school grade level at this school and their parents were included.